State Initiatives and Priorities

FASSW State Conference
October 27, 2005
Jacksonville, Florida

Who’s Here?

• Name and Title
• School District or Location
• If I were not attending this conference, right now I would probably…

Agenda

• Student Achievement
• RRR
• School Reform
• Assistance Plus / FCIM
• Need for Support
• Disproportionality
• RtI / Problem Solving
• Targeted Legislation
• Anticipated Legislation
• Resources/Q & A’s

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Strategic Imperatives—the focus

1. Highly Effective Teachers
2. Academic curricular & testing standards
3. Student Rates of Learning
4. Instructional Leadership
5. Education Options
6. Workforce Education Programs / the Economy
7. Financial Resources / Performance
8. Higher Student Learning

What do we know about Promotion in Florida?

• What percent of students are promoted at each grade level?
• What grade level has the highest promotion rate? …..the lowest?
• Comparing achievement on FCAT in reading or mathematics, what relationship is there between performance and promotion?

Promotion and Proficiency (2003-2004 data)
What do we know about Retention in Florida?

• What grade level has the highest retention rate?
• ......the lowest?
• Comparing achievement on FCAT in reading or mathematics, what relationship is there between achievement and retention?

Retention & Level 1 Performance (2003-2004 data)

Rigorous Reading Requirements

• K-12 Comprehensive Reading Plan must be implemented for all students
• All elementary students must participate in a 90 minute uninterrupted reading block
• Secondary students scoring Level 1 or 2 on FCAT reading must take an intensive reading class
Middle Grades Reform

Purpose - Increase Rigor and Relevance
- Course Offerings, Teacher Qualifications, Instructional Materials, Instructional Practices

Personalized Middle School Success Plan (PMSSP)
- Beginning with 2004-2005 school year, staff must develop and implement a PMSSP for each student entering 8th grade who scored below Level 3 on FCAT reading.
- Plan must include specific components and continue until student completes 8th grade or scores Level 3 or above on FCAT reading.

There is no better place to be than where you are, and no better time than now to make a difference.
- Jim Kelly

 Alone we can do so little; together we can do so much.
- Helen Keller
### School Reform: The Role of School Social Worker

- Be informed and involved in reform/change
- Provide comprehensive, individualized student academic and behavioral advisement
- Provide support and casemanagement assistance to schools and to students/families
- Provide recommendations for students transitioning from elementary to middle to high school

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### So what is Florida’s Continuous Improvement Model?

**Effective Schools + TQM**

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### Research Based Effective Schools

<table>
<thead>
<tr>
<th>Five characteristics of effective schools:</th>
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<tr>
<td>1. Strong instructional leadership</td>
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<td>2. High expectations for student achievement</td>
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<td>3. Instructional focus on reading, writing and mathematics</td>
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<td>4. Safe/orderly climate</td>
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<td>5. Frequent assessment</td>
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Where are we in this picture?

How does school social work support and contribute to these imperatives?

A vision without a plan is only…
a dream

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Fantasy is what [we] want, reality is what [we] need.

Lauren Hill

Maslow's Hierarchy of Needs

If all children had a safe harbor, none would be at risk.

Unknown
Why Support Services?

Budgeting
$18,392 p/y for a family of four = Poverty

The Hard Choices
– How far does $18,392 go in America today?
– Budget--How?
– What gets left out?

Basic Needs

Annual Income $18,392
• Rent
  -8,256 (~per year)
  $10,136 yr.
• Utilities/public services
  -1,944 (~per year)
  $8,192 yr.
• Transportation
  -1,500 (~per year)
  $6,692 yr.

2005 Kids Count DATA BOOK
10 Key Indicators of Child Well-being

1. % teens not attending school and not working
2. % teens living in families where no parent has full-time employment
3. % children living in poverty
4. % children in single-parent households
5. % low-birth weight babies
6. Infant mortality rate
7. Child death rate
8. Teen birth rate
9. Teen death rate
10. % teens who are high school dropouts
Disproportionality in Florida

Disproportionality: Disparity in Composition

- Compares the racial/ethnic distribution of the general school population and the population of interest

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Disproportionality: Risk Indices

- Risk Ratio: compares the identification rates between a minority population and a majority population.
- A risk ratio of 1.0 indicates no difference between the two populations in identification rates.

Bureau Workgroup

- Compiled district data from 2000-05 and compared data to CIMPs
- Created policy to clarify eligibility for EMH programs (adaptive behavior & nonverbal assessment TAPs)
- Collected data from five selected districts to determine systemic concerns, if any
Findings and Next Steps

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<tr>
<th>What We Found…</th>
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<tr>
<td>• Not racial but rather SES disproportionality</td>
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<tr>
<td>• Absence of documented interventions prior to placement</td>
</tr>
<tr>
<td>• Absence of updated intellectual assessment data for transition from DD to MH</td>
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<tr>
<td>• More prevalent in select schools rather than district-wide</td>
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<table>
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<tr>
<th>Our Next Steps…</th>
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<tr>
<td>• Collect data, using revised protocol from 2 additional districts</td>
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<td>• Collect and review data at the school level</td>
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<tr>
<td>• Focus on referral data/interventions used</td>
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There are 3 kinds of people: those who can count and those who can’t.

- Unknown

Change is mandatory; growth is optional.

- Michael Fullan
Leadership: A Call To Action

- School social work services - reframed as a comprehensive, multi-faceted and cohesive component of student services designed to address barriers to learning
- Student support services summit - within next 2 years

Response to Intervention (RtI)

- Based on a 3-Tiered Model of Service Delivery
  - Universal (Core Curriculum)
  - Supplemental (Increase intensity/focus of curriculum)
  - Intensive (Individually developed intensive interventions)
- A student’s “response to intervention” is the best indicator of the severity of the problem

RtI Implications

- Poor/lack of instruction must be ruled out
- Curricular access blocked by any of the following must be addressed
  - Attendance
  - Mental Health
  - Physical Health
  - SES (basic needs)
  - Mobility
- Sufficient exposure to and focus on the curriculum must occur
- Frequent, repeated assessment must be conducted
Problem Solving Process

Define the Problem
What is the problem and why is it happening?

Evaluate
Did our plan work?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention.

Three Tiered Model of School Supports

Tier 1: Universal Interventions
- All students
- Preventive, proactive
- 80-90%

Tier 2: Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- 5-10%

Tier 3: Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures
- 1-5%

Response to Intervention: How well are we doing?

- A systematic and data-based method for determining the degree to which a student has responded to evidence-based interventions
- Determined solely through analyzing data

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RtI: How well are we doing?

- Services should **intensify** for a student as the student **response** to intervention is **below expectations**.
- When the **intensity of services exceed significantly** those available through **general education**, then a student should be **considered for special education funding**.

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Here is the test to find whether your mission on earth is finished: if you're alive, it isn't.

Richard Bach

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Legislation: Implementation Activities

- **HB 723 (2004)** Relating to the Education of Children in Foster Care
  - State level agreement / local agreements
  - DOE Resource Packet/Tool Kit
  - Implementation and technical assistance
- **McKinney-Vento, Homeless Education Assistance Improvement Act**
  - Access and Services
  - Liaison for @ school district

http://www.fln.educ/doe/title1/homeless_coordinators.htm
<table>
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<th>Legislation: School Health</th>
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<tr>
<td>• SB 1090 (2005) Psychotropic medication - school personnel may not compel or attempt to compel any specific action by the parent or require a student to take medication</td>
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<td>• HB 279 “Kelsey Ryan Act” (2005) - allows a student with life-threatening allergic reactions to carry and self-administer epinephrine (“EPI pen”)</td>
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<tr>
<th>Anticipated Legislative Action: Child Abuse Prevention Training/Reporting</th>
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<tr>
<td>• Legislative staff have been looking at child abuse prevention training programs</td>
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<tr>
<td>• DOE is required to encourage school districts to provide such training</td>
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<tr>
<td>• Survey to determine what child abuse prevention training is being provided in school districts</td>
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<tr>
<td>• Public hearings for House Interim Project</td>
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<table>
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<tr>
<th>Resources</th>
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<tr>
<td>• <em>Measuring Adaptive Behavior</em> - Parent Brochure</td>
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<tr>
<td>• Florida KIDS COUNT Data Book Flyer</td>
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<tr>
<td>• Center for the Study of Children’s Futures Flyer</td>
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<tr>
<td>• Florida Network of Child Advocacy Centers (FNCAC) Flyer</td>
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<tr>
<td>• <em>Child Abuse Source Book for Florida School Based Personnel</em> Document</td>
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<tr>
<td>• Florida’s State Plan for the Prevention of Child Abuse, Abandonment, and Neglect - Executive Summary</td>
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<tr>
<td>• Florida Suicide Prevention Strategy document &amp; flyer</td>
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<tr>
<td>• Meeting the Needs of Students with Disabilities - Section 504 (Draft)Document</td>
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### Packet of Resources

<table>
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<tr>
<th>Department memo’s/TAP’s</th>
<th>Documents/ Flyers</th>
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<tr>
<td>- Alternative Assessment</td>
<td>- Measuring Adaptive Behavior</td>
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<tr>
<td>- Planning for 11th &amp; 12th graders not passing FCAT</td>
<td>- KIDS COUNT Flyer</td>
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<tr>
<td>- K12 Comprehensive Reading Plans</td>
<td>- FNCAC Resources Flyer</td>
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<tr>
<td>- McKinney-Vento Act TAP</td>
<td>- Child Abuse Source Book</td>
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<tr>
<td>- Counselling as a Related Service</td>
<td>- Florida’s 5-Year Prevention Plan (Executive Summary)</td>
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<tr>
<td>- Education of Children-Foster Care</td>
<td>- Youth Suicide Prevention (Flyer)</td>
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### Contact Information

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